Engaging Students at Field Sites: Activities and Exercises

Criteria for Selection of Activities and Exercises

When choosing a telelearning activity weigh the choice against a number of specific criteria:

- Why is a learning activity desirable for this segment of instruction?
- Does the learning activity match the intellectual or affective level of the learning performance objective?
- How will this learning activity be assessed? By whom? For what purpose?
- Are there easier and more appropriate learning activities that could accomplish the same objective?
- Has the instructor any prior experience using this type of activity?
- Is this type of activity commercially available?
- How many students should be involved in the activity-two to seven?
- How much time will it take the instructor to create the activity?
- How long will it take the students to complete this activity in a teleclassroom?
- How much time should be allowed so that reasonable discussion and feedback can be incorporated?
- How much will this activity cost?
- Can the activity be reused without a great deal of expense?
- Are there expendable materials that will have to be replaced?
- Are there other instructors on the campus or other campuses that have used this type of activity and would be willing to share their experiences?
- If there are many artifacts in the activity, how can they be easily shipped and stored?
- Does the activity require special equipment, artifacts or materials? If so, is the equipment easily available and transportable to field sites? If so, how, and in what time frame will it be delivered to the field sites?
- How will the students keep track of the time allowed for their activity? Will a countdown clock be used on the television screen? Will you use background music?
- If two-way television is available, will you show students working on their projects as a background for the countdown clock?
- How will you determine how much time will be allocated to complete the activity?
- How will the results of the activity be reported to the instructor and other sites?
- If there are single students at several different field sites, how will they participate in small group activities? Could you create an audio bridge among them so that they could function as a small group? How can one-way video be utilized?
- Can this activity be done in asynchronous time?
- Can this activity be done through other technologies such as the Internet, e-mail, U.S. Mail, telephone, fax, etc.?

Regardless of the number of interactive student activities chosen, they should be manageable within the total teleclass time allotted-50, 75, 1 50 minutes, or some other time frame. Interactive activities should be:

- Short
- Intense Well-planned
- Results-oriented
- Meaningful
- Involving
- Fast-paced
- Easily understood (appropriate vocabulary without jargon)
- Based on the learning performance objective type and intellectual level
- Group-centered
- Participant involvement

In addition to the major delivery formats, consider the use of asynchronous methods that could be used in conjunction with live audio, video, computing, and print delivery. If the main delivery method is synchronous, consider incorporating into the assignment forms of asynchronous communication such as e-mail, voice mail, regular mail, or even delivery services. As you explore each of the many possibilities for live interactive exercises, consider these asynchronous possibilities. Some useful criteria for selecting specific exercises and activities in addition to matching them to the learning performance objectives are:

- The activity must involve no risk for the students physically or emotionally.
- The students must be able to do the task immediately.
- All of the required materials must be available at all of the field sites.
- The explanation for the exercise or activity must be crystal clear.
- The exercise or activity should be fun.
- The students must understand the meaning of the exercise or activity and why they are participating in it.

Activities

ACTIVE REVIEW. The instructor summarizes a telelecture. Students are then asked to review the structure within the total framework of the class. They quietly read through their notes for about three minutes and identify any points of confusion. They ask each other any questions and then query the teleinstructor.

Example:

- Recall major points of lecture
- Summarize in 1-2 sentences
- Question
- Comment on how they felt (affective domain)
- Connect this lecture to previous class topics (Cross & Angelo, 1988, pp. 152-154).

ADVERSARIAL TELELECTURE. Two guest teleinstructors discuss different or opposing points of view on a "hot" topic. The teleinstructor then gives a short lecturette with comments on each side of the issue. Questions are then solicited from all field sites with the teleinstructor acting as moderator. This activity can be combined with listening teams. (See also *Controlled Discussion.)*

Example: The moderator asks the teams (composed of two or more students at the field sites or a combination of sites) to listen carefully to the three main points of the "hot" topic so that at the end of the 10- to 12-minute lecturette the students can provide a summary of the presentations prior to the instructor's summary to his listening team. (Silberman, 1995, p. 68). This activity can be used for all media delivery.

ALTER EGO. Students are asked to take a stand on an issue or topic relevant to a class assignment. Two students with different points of view are paired. One stands behind the other who is seated at the origination site. The instructor moderates. The student who is standing presents his point of view. The seated student argues for the opposite point of view. Field site students then ask questions and make comments. This can be conducted at any of the field sites if two-way video/two-way audio is available. Students are asked to identify values, opinions, facts, and proper documentation. This activity can be used for all media. The presentations must fall into the realm of the students' knowledge base, and students should utilize outside readings as sources to make their points. (See also *Fishbowl; Hot Seat; and Interview, Instructor.)*

Example: The instructor could ask the students to "physically feel an abstract concept, such as discrimination" (Meyers & Jones, 1993, p. 90). The students respond accordingly.

ANALOGY, THE $10.00. Prior to this exercise, a handout showing how to form an analogy should be given to the students. Then students are given a make believe $1 0.00 bill and told to purchase an artifact for $1 0.00 or less in any "store." The article must be used as a visual analogy in the topic under discussion. Examples of the types of stores include toy, super market, hardware, clothing, fabric, etc. The instructor must have several examples of visuals on hand for the students to select, unless this activity is performed before class time. This activity can be used for both synchronous and asynchronous delivery. It is best utilized with two-way video/two-way audio so that the visual can be shown to all of the sites. (See also, *Visual Analogy.*)

Example: The students "purchase" their artifact (game, puppet, toy, and hat) and demonstrate it to the class applying the analogy.

AUDIENCE ENGAGEMENT. The audience is engaged physically by asking them to raise hands, stand up, wave a handkerchief, or hold something. Counts are reported from the field sites. This works best with two-way video/two-way audio (Newstrom & Scannell, 1980).

BRAINSTORM SESSION. The objective of this activity is to promote creative thinking through the free association of ideas. Working on a given problem within a determined time period (5-1 0 minutes), with a person to record publicly all ideas (two people at two different flip charts), students at field sites call out possible solutions in single words or short phrases without any commentary or discussion at this time. All judgments are suspended until the allotted time period ends. As the session progresses, one creative idea stimulates another. At the conclusion of the call-out, each list of ideas is edited and evaluated (Cox, Dufault, & Hopkins, 1991, p. 31; Davis & McCallon, 1974, p. 1 3). This activity will be more effective using two-way video/two-way audio so the students can see the flip charts. ,

BRIEF READING. Students are provided with a short 1-3 page reading and asked to complete it in 2-3 minutes during the teleclass time. They are then asked to form pairs or a small group, discuss the topic, and then complete a worksheet. The instructor questions students at each site about the topic. Discussion among the field sites follows. The field sites will need the work sheets prior to class time or the work sheet can be shown on the screen and the use of a countdown clock can be incorporated with soft music as a backdrop during the count down.

Example: Students could pinpoint one major flaw of the reading or one major point made by the author. They would then use the group's collective knowledge to prepare the worksheet using questions, comments, and reflections on the reading.

BUZZ SESSIONS. A small group of 3-5 students, working within a predetermined time limit and without a leader, attempt to answer a question or solve a given problem and reach some type of conclusion or recommendation. The results/conclusion of the short discussion are reported through the instructor to all sites. Students may be asked to write a short paper on the field-based discussion.

Example: The instructor or field site coordinator assigns each group a specific problem based on the course readings. Each team member writes a preliminary response to the problem. The group shares and revises each response, presenting its consensus response to the other groups. This works best with synchronous time delivery (Kraft, 1985).

CARD SORT. Divide the field sites into groups. If the field sites are too small, let each field site function as one group through an audio bridge. Pass out 3" x 5" cards that have an option listed on it. Let the groups know that they are to choose one of the options and explain why they chose that particular option to the other field sites and the origination site. All of the groups are given the same scenario or problem to solve and all are given the same options. The sites will follow up with a discussion involving the entire class as a summary of the activity. This works best in synchronous time, but can be worked into two-way audio only, with two-way video/two-way audio, or into two-way video/one-way audio (Hart, 1991). (See also *Choices, In-Basket, and Simulation.)*

CASE STUDIES, COMPLETE. These are "real world" descriptions of problems with all of the accompanying data. Cases must focus on authentic scenarios that are believable, realistic, and lifelike (Hutchings, 1993, p. 2). The case must have concrete detail, be open ended, and be open to different interpretations and conclusions. Good cases create immediate interest and tell a story, The cases are distributed and read prior to a teleclass. Some sites can be assigned a specific part of a case to analyze. The instructor, or preferably a student, moderates the ensuing discussion (Boehrer & Linsky, 1990).

CASE STUDY, MINI. Given guidelines, students at field sites are asked to construct their own cases related to a learning performance objective or topic under study. Data is fabricated by the students. Davis and McCallon (I 974, p. 1 37) call this the most versatile and useful method. These data can be presented live via two-way video/ two-way audio or two-way audio. Questions can be invited from the sites.

CHAPTER PRESENTATIONS. The readings are divided among groups represented by each field site as well as the origination site. Each team is required to present a lecturette on one of the readings or chapters to the entire class. After the presentation the team presents handouts of the chapter or reading and discussion follows. This works best synchronously with two-way video/two-way audio, but can be done successfully with two-way audio.

CHARACTER DIALOGUE. The instructor assumes the role of one or more characters and speaks through the character or creates a dialogue between the characters. A student at the origination site or at a field site could role play a second character and dialogue with the instructor. A script outline is an option. Accents can be used for emphasis if they do not demean or negatively characterize any special group Characters can use puppets or artifacts to reinforce the role. This works best with two-way video/two-way audio but can be used with two-way audio or one-way video/two-way audio.

Example: The instructor prepares several short skits to be presented at the origination site. The skits are designed to be interrupted so that students at the field sites as well as the origination site can 'supply appropriate dialogue for the situation presented or evaluate and discuss specific comments made by the cast members" (Bonwell & Eison, 1991, p. 47). This allows focus to be given to specific problems inherent in the class content, and allows the instructor to evaluate the students' grasp of the conceptual material. If only audio is available, this activity could be turned into a radio drama.

CHECK LIST. Students are provided with a checklist of items to be discussed about a preselected topic. As each item is covered the students check it off on the list. An option is to have students establish priorities among the items at each site and then discuss why they prioritized as they did (Pike, 1992). (See also *RankIReport.)*

CHICKEN OR THE EGG. This is associated with visual analogy. The student is given a concept and asked to identify an artifact that could represent it visually. Alternatively, the student is given an artifact and asked to identify which concept the artifact represents.

Example: Ask the group(s) to call out several verbs, then several nouns. Write these to the left of the screen or on a television-formatted paper (3 x 4 aspect ratio) to be shown on the screen. Next, ask the group(s) to give a matching number of words. Write these at random across the paper so that three columns are left blank, left to right. Ask the group(s) to fill in the three columns so that the words are logically related, going from either abstract to concrete or vice versa. The analogy can be drawn from the logic of the connectors. For example, the student is given the concept of "red blood cell." One artifact could be a truck since both the red cell and truck are used to transport things. The student could be shown an artifact and asked how it could be used as a visual analogy. For example, the student is shown a mailman's hat. If the topic under study was teaching, the student could respond that both the teacher and the mailman are expected to deliver a product-learning and the mail respectively. Which comes first, the chicken or the egg? (Scannell & Newstrom, 1991, p. 253).

NOTE: Visual analogy works best with two-way video/two-way audio to allow for field site interaction, but can be used productively with one-way video/two-way audio.

CHOICES. Given data on a controversial issue or event, the student is given several choices of different points of view to cover: economic, social, military, or ethical. At the conclusion of the brief discussion (3-4 minutes), the student is asked to extrapolate the possible consequences of the point of view selected. The student is given one week to prepare. Students at the field sites comment and pose questions. (See also *Consequences.)*

Example: In-tray exercise. Participants are given specific roles: "Imagine that you are a... (business professional, housekeeper, teacher) and your "in-tray" contains these documents. You have half an hour to deal with these items (some are problems, some are communications, etc.) in the most effective way you can. The participant needs to prioritize and realize that his/her actions and inactions will have consequences (Jones, 1988, p. 44).

CLINICS. A real-life problem is given to each field site. The sites may divide into work teams of three or four to solve the problem. The individual sites then compare their solutions to those of the other field sites and the origination site. Timing is critical to this activity- Instructors must allow enough time to discuss the reasons procedures were selected by each team (Hart, 1991). (See also *Simulation.)*

CLOSE TESTING. Students fill in the blanks of a handout. The instructor has purposely prepared the handout with omissions of vocabulary or other information (formulae, dates, facts, etc.) that are relevant to the particular unit of study. Students may work in a dyad (pair) or small groups to fill in the proper text, but may not use books or notes. Recall is the only available source to the students. Their answers are then verified by the origination site leader. This works well with audio only as it reinforces listening skills.

COLLAGE, GROUP. The collage is a technique to get a group of students thinking visually about a topic under study. It consists of pictures, graphics, words and phrases, and short quotes from newspapers, magazines, and other sources. A large sheet of paper or cardboard, 30" x 40", is divided into nine equal sections with three horizontal and three vertical lines. The intersection of each of the lines forms the focal point of the collage. One of the intersection points represents the main theme and the other three intersecting points represents three subthemes, All sites collect pictures and other appropriate materials but one site is selected to build the visual themes. The other sites mail the materials to the site constructing the collage. When completed the collage is sent to the instructor who has it photographed or copied in black and white. The final photo is divided into the nine sections with a black marking pen. It is copied and sent to each site for discussion. Using two-way video/two-way audio the collages can be discussed with all sites at once.

CONCENTRIC CIRCLES. Usually used with large groups of students in a flexible room. A small group of 5-7 students forms a circle within the larger group and conducts a discussion on an assigned topic. The outer circle takes notes and listens critically. At a given point, the two circles reverse roles with the outer circle conducting the discussion and the inner circle listening. This is conducted at the origination site with the field sites assigned as inner or outer circle. (See also *Fishbowl and Fishbowl, Variation.)*

CONCEPT INTRODUCTION. The origination site instructor draws 2-3 boxes on a flip chart. Concepts are listed in each box. Students at the field sites are to formulate a definition for each concept. Then the student shares the definition with a partner. S/he listens carefully to the partner's response. The pairs then form teams that create a new definition, incorporating the input of all members. The team definition must have unanimous approval, and all members must be able to explain their new definition to the class as a whole (Johnson, Johnson, & Smith, 1991). Field sites can be used to make partners and the class can then create a new set of answers or definitions based on everyone's input.

CONSEQUENCES. After reviewing the course terminal learning performance objectives, students are asked to discuss the consequences of non-mastery of the objectives. The comments are summarized by the instructor as the rationale for the course. Included in the summary is a statement of why the learning performance objectives are important; why they are of value to the student; and how they can be applied immediately. This technique can also be applied for each teleclass learning performance objective. This procedure should not exceed 5-6 minutes of class time. (See also *Choices.)*

CONTRACT, LEARNING. A formal written agreement is negotiated between the instructor and the student to complete a mutually agreed upon task or skill. The contract includes a rationale as to why the student considers the topic to be important, the learning performance objective(s) to be mastered; all activities to be completed; and a statement as to how the instructor and student will assess the outcomes (Johnson, Johnson, & Smith, 1991).

CONTRACT, STUDY GROUP. Students at each site agree in a written contract to meet at set times after class and assist each other to master specified areas of competence (Johnson, Johnson & Smith, 1991).

CONTROLLED DISCUSSION. After a short telelecture students ask questions and make comments about the concepts covered during the telelecture for a period of time specified by the teleinstructor. The focus is on one aspect of the presentation identified by the instructor. A variation is to appoint a listening team made up of one student from each of the field sites. Their objective is to identify specific areas that need to be clarified and discussed. (See also *Adversarial Telelecture.)*

CRITICAL INCIDENTS. This technique is a small piece of a complete case method. The students are given a description of an incident that happened but with too little information to make a decision. The instructor has all of the necessary data but shares it only in direct response to a student question. The critical incident is printed on a handout and read out loud by the instructor as the students listen. Each field site then works for 5-1 0 minutes and can ask questions of the instructor at any time.

Another example of a critical incident technique is to give an explanation of a situation or a concept to the students and ask them to generate a critical incident from the given data. (See also *Case Study, Mini.)*

Example: Students are asked to describe a good supervisor. The students think of the best supervisor they have known, and then write a 2-3 sentence description of an incident that led them to think of this supervisor as exemplary. They would then think of the worst supervisor they have known and write two or three sentences describing an incident in which they were involved that explains why they chose this person as a non-exemplary supervisor.

CROSSFIRE. This is a closely moderated, heated, confrontatory, and argumentative discussion on a predetermined controversial issue. It is usually conducted at the origination site if one-way video/two-way audio is used. The topic is given to four panelists prior to a teleclass so that they can prepare background material. Two panelists will argue pro and two con on the issue. One panelist is asked to make an opening statement. After this it is a free for all. After about ten minutes, students at field sites question and comment. The panelists are allowed to respond at any time.

CROSSWORD PUZZLE. Used when definitions are important to remember. Short crossword puzzles of 15-25 terms are developed. All students work in small groups for I 0-1 5 minutes. The first group to complete the puzzle correctly receives a prize. This can be used successfully with asynchronous communication or in dyads (pairs) and then shared with the other sites. A neutral monitor at the origination site can be used as a "thesaurus."

CRYPTOGRAM. Used for vocabulary building and the recall stage of knowledge. The instructor creates a word puzzle using a substitution code whereby every letter of the alphabet is consistently replaced by another letter or number throughout the puzzle. The solved puzzle can reveal a message (key concept, some theorem, etc.). Clues can be given for a few letters or a hint as to the message itself (Thiagarajan & Thiagarajan, 1995, April). This is a good exercise for a small group or dyad.

DEBATE. An organized and civil argument unlike the crossfire. The topic is provided in advance to the participants for preparation. The debate proceeds for about 15-20 minutes, usually at the origination site unless two-way video/two-way audio is available. Field students then comment and ask questions. This can work very well with two-way audio as well as video.

DEBATE, SELF. The instructor (or a student) plays two opposing sides in a mock debate. Using costumes, hats, visuals, or puppets representing each side of the question, the debater delivers support for each side. (See also *Dramatization, Quasi-; and Theatrics.)*

Example: The instructor wears a red, white, and blue hat and extols the virtues of the American government. S/he then puts on a beret representing France and extols the virtues of the French party system (Bonwell & Eison, 1991, p. 48).

DEBATE, STRUCTURED. The instructor explains the ground rules and then presents a short synopsis of both sides of a current issue or topic. The field sites are grouped into teams of 3-5 students with equal numbers on each side of the issue. Each team chooses a presenter. The teams are given 5-1 0 minutes to prepare their key points and 2-3 minutes to present its side of the argument. Rebuttal time is allowed during the teleclass or at the next teleclass session.

DEBRIEFING. After a field trip the instructor, site facilitator, and students discuss key impressions and respond to questions. One site or all sites prepare a written report on the field trip. The report can take the form of a general summary or a response to specific questions, including feelings and attitudes towards the subject of the field trip. Any pictures, 35mm slides, or videos are sent to the origination site for presentation to all sites. (See also *Field Trip and Reflections.)*

Example: Each student records his/her feelings in a journal that may be shared with the group/class.

DEMONSTRATION. This is a structured performance of an activity, piece of equipment, or procedure, developed to show rather than tell students how something is done. Students are shown the correct steps and sequence to perform the task or procedure. A good demonstration uses questions to engage the students such as "What do you think will happen if ... ?" (Bonwell & Eison l 991, p. 12; Fox, 1989, p. 123; Schneier, Russell, Beatty, & Baird, 1994, p. 51 6). Students at the field sites can follow up with a practice or simulated activity to reinforce or assess the learning from the demonstration. The instructor moderates the activity via two-way video/two-way audio in synchronous time.

DEMONSTRATION WITH PRACTICE. The instructor conducts a demonstration or a procedure. The same equipment or material is available to students at the field site, which they utilize to repeat the demonstration or procedure. A site coordinator, if available, provides corrective feedback. This exercise is best used with two-way video/two-way audio or asynchronously using a videotape with two-way audio to allow participation and careful viewing by all students. Also very good for lab work and reinforcement of teaching materials.

DIALECTICAL NOTEBOOK. Students are assigned readings outside of class. While reading, each student selects 3-6 noteworthy excerpts to question. Students prepare the 'notebooks with separate columns for the page number, excerpt quoted, and comments/questions. During class, students exchange their notebooks with a partner, who makes additional comments or clarifications and returns the notebook. The original student reads the comments by the partner and records new comments. Time is given at the end of class for further clarification (Kadel & Keehner, 1994).

DID YOU NOTICE? This is a follow-up technique to draw the attention of the student to significant points of videotape or some other type of presentation. Students are asked if they noticed something that happened, and then discuss the point in question. It may be necessary to rerun a video or audio segment. This exercise works well with one-way video/two-way audio as well as with two-way video/two-way audio. With audio only, prerecorded videotape is sent to the field sites ahead of time. Coordination of the exercise is paramount so that all students will be able to participate in the discussion. (See also *Facts and Inferences and* Facts and Only *the Facts.)*

DISCUSSION, FREE GROUP. Students conduct a discussion on an important topic selected by them or assigned by the instructor. The discussion can originate from any site. The instructor moderates and comments. A time framework is provided for the students. They could be required to make a recommendation or reach a logical conclusion. This exercise is excellent for combining several field sites together. Students are given names of students at other field sites for interaction.

DISCUSSION, STEP BY STEP. A carefully prepared set of handout notes with a sequence of questions is provided to each student. Each site prepares responses before or during the teleclass. All students have an opportunity to respond. The instructor moderates.

DRAMATIZATION, QUASI-. The instructor speaks with authority, empathy, intensity, and high enthusiasm. Hats, puppets, umbrellas, articles of clothing, or artifacts are often used to emphasize key points. Students are frequently engaged in the conversation. (See also *Debate, Self- and Theatrics.*)

DRILLS. Drills can be used when material has to be memorized. It is also used when repetitive skills practice is needed. Students work in pairs and through the use of flash cards, mnemonics, or other strategies, take turns drilling each other. This can be followed by a quick exam.

Example: Students are paired with counterparts at other sites. A set of flash cards is given to each field site. Students take turns giving the answers to their partners. This can be used with audio only or with video. The instructor moderates.

EXAMPLE GENERATION. Given a problem, concept, situation, or principle, students are asked to identify examples and non-examples for a topic based on their background and experience. Students can generate their examples out of class to be presented to the field sites in real time.

Example: In a real estate class, students are called on to give examples of eminent domain for their geographic area.

EXPLORATION. A special handout such as a technical form or artifact is presented as an independent handout rather than as an integral part of a study guide. The students are asked to explain its application to the topic under study.

Example: A calendar is passed out to a Spanish class. Students explain that numbers, dates and assignments are to be filled into the calendar. The students explain that the exercise itself applies three of the basic areas of foreign language competency: listening, reading, and writing.

FACTS AND INFERENCES. Students are given a handout with two columns labeled "Facts" and "Inferences" prior to watching a number of quick scenes from a video. After watching the video, students, working individually or in pairs, classify the concepts or ideas in the scenes as observable facts or inferences implied in the scenes. The video clips are replayed to verify whether the students *inferred* certain characteristics or actually observed them (Newstrom & Scannell, 1980, p. 29). (See also *Did You Notice? and Facts and Only the Facts.*)

FACTS AND ONLY THE FACTS. The students view a three- to five-minute video scenario. Working in small groups, they identify the facts as presented during the scenario as distinguished from inferences. Each field site contributes in turn. Any student can challenge anyone's facts. In this case, the sites vote as to whether to accept the "fact." The video scenario can be replayed to check for the inclusion of certain disputed facts (Newstrom & Scannell, 1980). (See also *Did You Notice?* and *Facts and Inferences.*)

FIELD TRIP. These are taken before a teleclass and discussed during the teleclass. The instructor can use videotape taken during the field trip or a set of 35mm slides. (See also *Debriefing and Reflections.*)

FILL-INS. The student fills in key words or phrases in a study guide as an instructor presents the information and writes out the key words or phrases. The fill-ins can be part of a word picture or structured-note outline. The fill-ins cue the student to the most important parts of a presentation. These are usually used for information transfer or simple comprehension. (See also *Structured Notes and Swiss Cheese Notes.)*

FILL-INS, REINFORCING. The student fills in a word or phrase in response to a question from the instructor. The instructor then writes the correct fill-in. The student modifies his/her fill-in (Cyrs & Smith, 1990).

FILM/VIDEO PREVIEW. Prior to previewing a film or video, the instructor discusses the content to be presented. Questions are asked that will be answered after the showing. New vocabulary may be discussed as well as a particular point of view presented by the producer. Ideas and vocabulary can be presented from the origination site to the field site for viewing prior to showing the video or film.

FISHBOWL. One student volunteers or is selected to study an issue as a pre-teleclass activity because of his/her experiences and background. Unless two-way video/ two-way audio is used, this activity takes place at the origination site. The student sits in the middle of a circle and the other students sit around him/her. The "expert" is grilled by the students at the site for 1 0-1 5 minutes. Students at the other sites take notes and formulate their own questions. The instructor or another student summarizes (Jones, 1988). (See also *Concentric Circles and Fishbowl, Variation.)*

FISHBOWL, VARIATION. The instructor at the origination site chooses a topic and prepares questions related to the topic. The sites are divided into two groups based on polarized attitudes. Arrange a circle of chairs for those who will be in the "fishbowl" first at each field site. Place a ring of chairs for the other team outside the first circle facing in. The outer circle is instructed to take notes on the points being made by the inner circle, but are to remain quiet. The field site moderator conducts each session by asking open-ended questions to ensure participation for a specific period of time. At the end of the allotted time period, the group's switch places. At the end of the session, the two groups (a) form one large group and debrief on areas of agreement or disagreement or (b) break into small groups of three to debrief. A summary of the results of the debriefing is presented to the other field sites before the end of the telelesson. (See also *Concentric Circles* and *Fishbowl, Variation.)*

FLASHCARDS. Used at both origination and field sites for memorizing information such as abbreviations or terminology. Three-inch by five-inch cards are printed on one side with the abbreviation or term. The definition is printed on the reverse side Students are broken into small groups of three to five. Each group quizzes its members for a defined period of time and then a self-test is administered. This exercise can be followed by a mastery quiz.

Example: The students are divided into two teams. The instructor alternates asking the teams to explain/define a term. The teams respond as a whole. Teams are, given points for each correct answer. Incorrect answers are subtracted from the team score. The team with the most points wins. To avoid unhealthy competition, this activity should be limited to 20 minutes or less.

FOCUSED DISCUSSION PAIRS. Dyads are used to learn the information. Each dyad presents a joint answer to each question in a series. The dyads can be composed of students from all the field sites as well as the origination site. The information is then presented to the class as a whole via audio or video (Johnson, Johnson, & Smith, 1991). (See also *Snowball Group.)*

GAMES. Games are similar to simulations except that the participating students compete with each other to win or lose. There are rewards of some type for the winners and no rewards for the losers. Games are built around specific objectives to be achieved (Newstrom & Scannell, 1980).

GOURMET LEARNER. Food is used to develop visual analogies. Each site is asked to bring food items and describe how they could be used in their discipline.

Example: A plastic hamburger is presented to the class from the origination site unless two-way video/two-way audio is available. The various components of the hamburger (bun, meat, pickle, etc.) are presented as analogous to various components of a lesson. The student then ties the whole visual to its parts and demonstrates it to the class.

GRAB BAG. Small randomly selected items are placed in a paper bag by the instructor and/or students who were asked to bring a single small artifact from their homes. Working in small groups of 5-7 students, the groups are asked to construct something that could be used to teach in one of their disciplines. All of the items must be used. The final product is described at each field site. This is a synthesis skill that requires at least 15 minutes and is enhanced if two-way video/two-way audio is available. (See also *TinkerToys™)*

Example: Using a ball point pen, an apple, a paperback book, and a sock, the group could make a mast with a banner. The idea is to be creative.

GROUP EXAM. Divide the class into groups of three. Each student receives a copy of the exam, but the group must decide on each answer. Only one exam is turned in per team and all members of the team receive the same grade (Kadel & Keehner, 1994).

GROUP WORK. Students are given a problem or situation to solve in a 1 0-minute time period. All directions and rules are provided in a handout. This could be used as a competitive activity with the first site solving the problem given a prize. This exercise works well with audio only or with two-way video/two-way audio. The origination site instructor can monitor the progress of each group and direct time on task as needed. Background music and a countdown clock can be used through video. With video, the question or problem may be placed on the screen for the sites to review as needed.

GUEST INTERVIEW. The instructor or student at the origination site (or field site if two-way video/two-way audio is available) interviews a guest expert on a previously chosen topic, After he interview, students a, he field sites ask questions of the guest. This exercise can best be used in real time. If audio only is available, the questioners should identify themselves and give the site from which the question comes. Using video, the field sites may identify themselves so that the guest will know the sites represented by each question. This is especially important for current events when the guest is from the public sector. (See also *Guest Speaker.)*

GUEST SPEAKER. A short presentation (less than 20 minutes) is made by a known expert in an area, and followed by questions and comments. This instructor of record should provide a specific topic and subtopics to be covered. The students should be provided with a biographical sketch of the speaker, topic and subtopics to be covered, new vocabulary, and a list of any points that they should pay special attention to. Where applicable, the speaker could tape his/her presentation. The various sites could then preview the presentation and follow up with questions using two-way audio. (See also *Guest Interview and Symposium.)*

HANDOUT. Special documents, reports, pictures, or graphics are sent in advance to each student for discussion during a telelesson. Each item is preceded by key questions to direct the student's attention. The handouts can be read before a teleclass, or, if short enough, during the teleclass. If more than one handout is used, they should be color coded or paged for easy reference during the teleclass.

HOT SEAT. The instructor is presented with a new problem developed by the students at a predetermined field site. This problem is either sent by mail to be opened the day of the teleclass or faxed at the beginning of the teleclass. The instructor thinks out loud as s/he attempts to solve the problem in front of the students. Students question why the instructor is progressing in a certain way and may suggest alternative solution paths. This demonstrates the way an individual instructor goes about solving a problem. The objective is not to solve the problem, but to demonstrate the problem-solving process. (See also *Alter Ego, Fishbowl,* and *Interview, Instructor.)*

ICE BREAKER. Ice breakers are activities used at the beginning of a teleclass to reduce stress, gain the attention of the students, introduce people, focus attention on the learning objectives, or make an important teaching point. Ice breakers can be in the form of an exercise, activity, joke, story, anecdote, or analogy (Newstrom & Scannell, 1980).

IN-BASKET. A set of unsorted memos, letters, and reports are provided to the students individually. Field site students, working individually at first, sort through the materials, identify problems, identify alternative courses of action, and prioritize the items ' The groups at the field sites then discuss why they prioritized them as they did. Each individual student is then allowed to rethink his/her recommendations before writing a final response. These are then discussed with the instructor and among the sites. (See also *Card Sort, Choices, and Simulation.)*

INCOMPLETE STATEMENTS. The instructor provides incomplete statements such as "My feelings about this issue are..." Students are asked to complete the statement on a handout. They share their feelings and discuss the issue. The students can also use journals as ways to express themselves, choosing to share their feelings on occasions. (See also *Reflections.)*

Example: Pairs, then groups of four share their feelings about an issue, as time and attendance allow.

INDIVIDUAL EXERCISES. These provide an opportunity for the students to practice skills. They could include labeling, rank ordering, multiple choice, true/false, or completion items. The exercise is completed in a defined period of time. Students correct each other's exercise and discuss all items. The instructor moderates dialogue among the field sites.

INDIVIDUAL STUDENT RECITATION/PRESENTATION. Students select or are assigned a topic to be presented in a three-minute time period. Presentations may be given at any site if visual materials are not used. If visuals are necessary, the visuals are sent to the instructor for airing if two-way video/two-way audio is not available. The presentation itself can be made from the field site. After the presentation, students question and comment. (See also *Teleteaching, Peer.)*

Example: A specific report is given on trends noticed by Habitat for Humanity, which plans to build more homes in Africa as the political situation allows. The student presenter selects three or four criteria to support the premise of the topic. Questions from the separate field sites follow with the presenter/student summarizing the report.

INTERVIEW, INSTRUCTOR. Students interview the instructor from the field sites on a topic of their selection. Each site selects one topic from the telecourse and is given five minutes to interview the instructor. The instructor does not know the topic in advance. This is a good technique for the students to explore the values and attitudes of the instructor. (See also *Hot Seat.)*

INTERVIEWS, STUDENT. Students form dyads (pairs) at the field sites and interview each other on a given topic for a prescribed period of time (3-5 minutes). This is a good technique to explore values and attitudes toward a topic. A student is chosen at each site to summarize the interviews and report to the other sites, through the instructor, any consensus from his/her particular field site. The instructor and other students comment on each presentation and attempt to make generalizations.

JIGSAW PROCEDURE. The origination site instructor distributes a set of materials that covers the information to be learned. Each set needs to be divisible into the number of students per team per site. Student groups then discuss the section of information they have been given and become "experts" on it, so that they are able to present the information to the entire class. This is a good technique for problem-solving skill development. Mastery of the information can be evaluated through oral or written exercises for the entire class. (See also *Leaming Cell.)*

Example: The students present the information orally only via two-way audio or visually via two-way video/two-way audio. The information can also be presented via one-way video/two-way audio from the origination site and the students can ask questions using fax or audio connections.

KNOWLEDGE SHARING. The origination site instructor provides questions based on the current content for the field sites. Students answer the questions alone as best they can. Next the students mill around the room, finding others who have answers they don't have. Allow 20 minutes for this activity. At the end of this time, students share answers and review the information.

LABEL A DIAGRAM. Each student is given an unlabeled diagram, graphic, or picture. During a presentation by the instructor or another student, the students copy the labels as the presenter fills them in. (See also *Word Picture.)*

LAUGHING AT OURSELVES. Students are asked to create some good humor or jokes about the topic they are learning. This could be made as an assignment or the students could be given three minutes during the teleclass. Students at each site are asked to respond. At the completion of the exercise, students are asked what they have learned (Newstrom & Scannell, 1980).

LEARNING CELL. Students are divided into pairs and are given a specific reading assignment or choose an assignment from a pool of them provided by the instructor. The assignment, not longer than 5-10 minutes, is read during the teleclass period. Each student prepares a series of questions derived from the reading assignment. Students then take turns asking each other the questions. At the completion of the exercise one student from each site asks two questions of all sites. This exercise is especially good for use as a summary at the end of a unit or module. Handouts can be faxed or e-mailed to the sites prior to class. (See also *Jigsaw Procedure.)*

LEARNING MODULE. These are self-contained and self-directing packages of teaching/learning materials that contain all print and non-print materials in a variety of mediated formats. These are sent to the field sites one or more weeks before the topic is covered. The students, working in small groups at the field sites, complete a series of learning activities that are discussed during the teleclass. Learning modules are a good way of preparing for a teleclass or videoconference. It assures (theoretically) that all participants start at the same information level.

Example: A box containing seeds, soil, instructions, and pictures is sent to a botany class to plant the seeds in order to determine which family it belongs to.

LEARNING PARTNERS (DYADS). Students are paired for the comparison of short discussions, values exploration, note comparison, or for short exercises and activities. Dyads work well when the instructor does not have time to form small groups, with large field sites and is best used in synchronous applications.

LECTURETTE, INTERRUPTED. A short (1 0- to 15-minute) presentation or a number of three- to five-minute presentations by the teleinstructor followed by a number of other involving learning activities. The instructor tells the students not to take any notes while s/he is speaking. The instructor lectures for ten minutes and then tells the students to spend two minutes individually summarizing in writing what was said. At the end of this time the students are given three minutes to compare their summary with the person next to them. Students then question the instructor for clarification. This process is repeated several times during the telelesson. The purpose of the lecturette is to provide new or synthesized information in a direct and highly organized fashion. Handouts with fill-ins are appropriate for lecturette if the intent is information transfer (Cyrs, 1994; Fox, 1989). (See also *Telelecture Delay and Summary.)*

LECTURETTE, FLIP-FLOP. Two instructors give a presentation while alternating segments. One instructor presents the topic while the other gives examples and non-examples. One short segment of the presentation can remind the other instructor of anecdotes or stories. One instructor makes significant points and the other generates questions to ask the students. After a student responds to a question, one instructor might comment and pose another question. This technique enhances the presentation but needs practice and good transition statements between the two instructors. If synchronous audio only is used, it is advisable for the instructor to call the names of site members often so that the other students can keep the names of the participants straight.

LECTURETTE WITH LISTENING TEAM. A listening team is a small group of 3-5 students who are assigned to clarify all or part of a presentation. This helps the students stay focused and alert during a telelesson. An instructor or guest presenter gives a short 1 0- to 20-minute presentation. Each of the field sites is given a listening assignment about some aspect of the presentation such as unstated assumptions, data support of the conclusions, clarity of communication, point of view, biases, etc. After the presentation, each site is given 3-5 minutes t prepare and organize their comments and questions. The instructors are allowed to respond. (See also *Listening Groups.)*

LISTENING CRITICALLY. Questions are sent to each site that will be answered in a defined time period during a telecourse. Each site can act as a team or several teams can be created at each site. The site or team that answers the most questions in writing wins a prize. This is a forced-attention technique.

LISTENING GROUPS. Divide the class into four groups (or use four different field sites). Assign a role for each group: questioners, agreers, nay-sayers, and example givers. During the lecturette, each group is to listen so that it can respond in its assigned role. Groups should ask two questions based on the information, tell which points in the lecturette the team agreed with and why, explain why the team disagreed with two major points, or give two specific examples of the application of the lecturette (Silberman, 1995). (See also *Lecturette with Listening Team.)*

LYRICS, SONG. Students are asked to identify why song lyrics (from any source) reinforce significant learning points in a lesson. The segment of the actual song can be played or sung by a student. It is important that the lyrics be provided in a handout.

Example: Several song lyrics can be provided that deal with gangs. A discussion on gangs follows: how and why they are formed, characteristics, ways to avoid, etc.

ME SLOW LEARNER. Each site is given a distorted passage to read in teams of two or more without the students' prior knowledge that the information is distorted. Questions or directions are then handed out to the site teams. These can be attached to the back of the passage or faxed by the instructor, or placed on the screen for viewing. Given 1 0 minutes, each group answers the questions and/or follows the instructions. At the end of the time period, the groups interact and get feedback from one another. This is an excellent activity for two-way video/two-way audio so that the groups can watch one another during the exercise (Jones, 1988, p. 79).

Example: Students are given instructions to connect a three-core electrical flex to a plug but are given the wrong plug.

MIRRORING. While students are engaged in an assigned role-play, other students may enter into the role-play by moving beside one of the players and translating what s/he says into what s/he really means. This almost becomes an alter ego. It is conducted at the origination site if one-way video/two-way audio is used. At the completion of the role-play, students at the field sites question and comment. This exercise is excellent for reinforcing the concept of clarity of communication. The camera can be used for close-ups and panning of the participants. (See also Role-Play*, Reversal.)*

MNEMONICS. Given data to be remembered, students, working in small groups, are asked to combine the first letters of a series of words or whole words into memory devices called mnemonics. This skill is taught as a memory device in a high content memory course.

Examples:
MADD: Mothers Against Drunk Drivers.
ROY G BIV (colors of the color spectrum): Red, Orange, Yellow, Green, Blue,
Indigo, and Violet.

MODELING. Students are shown an ideal product or situation, or a person who is ideal model for something. Through questioning and discussion, they are able explain why this is a 'model" of what it is, should, or could be.

Example: A "trigger video" clip is shown to the class that contains 3-4 characteristics of good group decision making. The students then discuss these different characteristics and how they model excellent group work. Each field site presents one characteristic. The entire class then adds descriptors at the end of the site description, with the instructor moderating input from each site.

NOTETAKING. Students at all of the sites take free-form notes based on the lecturette. At the end of the telelesson, questions are solicited from all sites and feedback is encouraged. These methods can be used with any type of presentation. If asynchronous, the students can fax or e-mail their questions in to the instructor or each other (Hart, 1 991

Examples: Topical outline: The origination site instructor provides an outline form as a handout for each site to fill in as the lecturette progresses. The students then interact in groups of three to check for correct information. The group then summarizes with the instructor moderating.

Matrix: The instructor offers as a handout a matrix instead of a topical outline. The main points are labeled and the students fill in the boxes during the telelesson.

ONE-MINUTE SUMMARY. Students are given one minute at the end of class to summarize a major point of the lesson that day or ask a question about some confusion they may have had. The students share their summaries, questions, and thoughts with the rest of the class, allowing anyone at any site to respond (Johnson, Johnson, & Smith, 1991). The origination site instructor allows 1 0 minutes for this activity. This activity can be conducted every third lesson so that progressive evaluation is maintained.

OPTIMISTIC/PESSIMISTIC PANEL (O/P). The whole panel argues for 5-1 0 minutes on the optimistic side (best case) of an issue and then argues for the same length of time on the pessimistic side (worst case) of the same issue. This takes place at the origination site unless two-way video/two-way audio is available. Students at the receive sites discuss the issue through questions and commentary with the panelists. They are then polled by the instructor as to which side of the issue received the strongest and most defensible arguments from the panel.

OUT TO LUNCH. Two instructors are taped having lunch together at the origination site while discussing opposing key points of an issue. They often use food, eating, manners, or table utensils as analogies. This can be quite humorous. The camera can be used for close-ups of the performers and for panning the audience.

PANEL DISCUSSION. A panel of 4-7 experts gives a limited presentation on an assigned topic. Usually each expert is given 3-5 minutes with a moderator keeping close watch on the time. The panel, located at the origination site, is moderated either by the instructor or a student. A variety of points of view on the topic are given. A question and answer period follows from the field site students. This can be combined with a listening team. (See also *Press Conference.)*

PANTOMIME. This is a nonverbal portrayal of concepts or key ideas in a telelesson. The mime, either the instructor, student, or third party, would act the skit out at a site while students tried to guess the point made from the other sites (Davis & McCallon, 1974, p. 133). Discussion follows.

PARAPHRASE. After a brief presentation, 3-5 minutes, the instructor asks students at the field sites to paraphrase, or summarize in their own words, what was just said.

POLLING. Students or the instructor selects a "hot" topic or issue. Each site is polled and the responses tallied at the individual sites. As the results are called in, a final tally is presented. A discussion of the results follows. A second poll can be taken if appropriate. (See also *Survey, Site.)*

PRACTICE ACTIVITY. Students practice a specific skill at the field site under the direction of a site coordinator. This includes fine motor skills such as focusing a microscope or soldering. If site coordinators are not available, students can work in pairs using assessment criteria supplied by the instructor. After a short presentation/demonstration by the instructor, students ask questions at random from the field sites.

PRESS CONFERENCE. The telelesson is presented as if it were a press conference. Students ask questions at random from field sites after a short presentation by the instructor. Questions can be asked spontaneously by individual students at sites, by a spokesperson for an entire site, or by listening teams focusing on one part of an issue. Explain the ground rules before the press conference: make it fast-paced, keep your responses short, and provide references when appropriate. The press conference is good as a review of a unit or series of lectures (Frederick, 1987). (See also *Panel Discussion.)*

PROBLEMS. Working alone, in pairs, or in small groups, students work out given problems within a specific period of time. A countdown clock with low background music on the television monitor would be very helpful. The instructor then discusses the correct answers with field students. Ground rules such as time on-task are very important for the students to understand. Site facilitators monitor the time-on-task and give feedback to the field sites. (See also *Questions and Answer Pairs.)* @

PROGRAMMED INSTRUCTION. In either a text or mediated format, programmed instruction can be used before or after a teleclass to build recall skills such as vocabulary, medical terminology, or basic definitions in a discipline. Programmed sections can also be used for short 5- to 1 0-minute periods during a teleclass.

Example: One student at a field site describes or defines a term. Others in the group listen carefully and quietly. Three questions for clarification are allowed, but no criticizing is allowed. The group must then reach consensus on each term. Allow 2-3 minutes per term (Meters & Jones, 1993, p. 67).

PROGRESS QUIZ. These are short self-tests that are not graded. The answers are provided immediately to the students so that they can diagnose their own learning progress. The purpose of the self-test is to provide a quick feedback mechanism for students to check their own progress towards mastery of the learning performance objectives. (See also *Quizzical.)*

Example: The origination site instructor calls out the questions one at a time, allowing 30-45 seconds for the students at all sites to prepare an answer. The instructor then calls on the field sites to respond. Students are allowed to ask questions as needed.

PSYCHODRAMA. This is a structured role-play in which the students take on the role of a person in an event or incident. Given clear goals and directions, students prepare with background readings and are then assigned a role. The students are provided with a structured script of a general scenario. They are invited to conduct the psychodrama at the origination site if one-way video/two-way audio is avail at any of the field sites if two-way video/two-way audio is available.

PUZZLE. Students are given a puzzle to solve that is constructed around a specific skill. Students are highly engaged during this type of activity. The origination site instructor can use puzzle pieces that contain specific words, phrases, or concepts that interconnect. The results of the puzzles can be shown via television as each team finishes, sharing the concepts, or information. Students are allowed to comment on "problem pieces" of the puzzle.
Example: Pieces of an interactive study guide are given to students at each site.
They have 3-5 minutes to assemble the pieces correctly. The field sites then compare puzzles.

PYRAMIDING. Given a problem, students first work alone for a specified period of time, and then work in pairs, comparing results. The students then work in fours comparing, refining, and revising their conclusions and recommendations. Students are allowed to interact with other field sites to form groups larger than two do if necessary. (See also *Snowball Group.)*
Example: Students are given the question "What are the qualities of a good teacher?" Individually each student lists several qualities. Pairs are made to add to/revise the list. Two pairs work together to add to/revise the list. Four pairs then work together to arrive at consensus by adding to/revising the list.

QUESTION AND ANSWER PAIRS. Students read an assignment before class and prepare a set of questions based on the readings. When class starts, students are randomly assigned a partner. Partner A asks a question from his/her list and partner B answers it. The pair rotates back and forth until all questions are answered. The pairs can be formed using students from the field sites, working one pair at a time as time allows. This procedure can be used with two-way audio, fax, and two-way video/two-way audio. If computers with modems are available, they can also be used for more interchange. (See also *Problems.)*

QUESTIONING. Initiated either by the instructor or student. Quality questions initiated by the instructor must be pre-planned and written out prior to a teleclass. Students should be taught how to ask quality questions.

- Guidelines for phrasing questions:
- Ask clear, concise questions.
- Cover only one point per question.
- Ask reasonable questions based on the level of expertise.
- Ask challenging questions.
- Ask honest, relevant questions.
- Closed questions are used to control the discussion.
- Open questions create involvement and discussion.
- Open-ended questions usually begin with what, how, why, when.

Example: The instructor asks an open-ended question to stimulate discussion and models the level of questions expected (Boehrer & Linsky, 1990).

QUESTION OUTLINE. Key questions are outlined sequentially for a presentation in a handout, The instructor poses the question and then proceeds to answer it. The students are allowed to take notes on each question and, working in pairs, compare notes.

Questions Sharing. Students are given reading assignments for the next teleclass and are asked to generate two or three questions. These questions are asked by individual students at different field sites. The instructor moderates. A variation of this technique is to have all students at a field site select the best questions to ask of other students. Each participant must tell why his/her question is important (Bonwell & Eison, 1991, p. 14). The instructor asks the students to write down, "A question I still have about (topic) but have been hesitant to ask is..." These are sent in by fax, mail, or with the homework and are addressed at the beginning of the next class in a general way from the origination site.

QUESTIONS, PLANTED. This technique is used to stimulate field site students to ask questions. The instructor identifies one question for each site. A student is contacted prior to class and asked to assist the instructor. The student is told that the instructor will send both a question and the answer. At a given signal during the telelesson, the student asks the question. The instructor gives a whole or partial answer, then redirects the question to the student who answers it. The other students at the field sites do not know initially that the questions have been planted. This stimulates questions from the field sites.

QUESTIONS, STUDENT-GENERATED. Students are taught how to ask questions at the factual recall, comprehension, application, and/or critical thinking levels. Each question asked by a student is classified by other students and the classification is confirmed by the instructor.

QUIZZICAL. After a short presentation, students, working in pairs at field sites, ask questions of each other that focus on the presentation. These questions are based on the learning performance objectives that have been provided to the students at the beginning of the teleclass. The quizzical is not graded. Responses are discussed and shared among field sites. This technique provides feedback to students regarding their level of mastery. (See also *Progress Quiz.)*

Example: A lecture is given on brain waves. Students then pair-up and ask general and specific questions based on the lecture. Answers are corrected through use of a handout given by the lecturer, class notes, or another small group.

RANK/REPORT. Given a series of current items/issues, students rank the importance of each and report the results to other sites through the instructor. A justification of each item is presented. The results are then discussed among the sites with the instructor acting as a moderator. This technique works well with two-way video/ two-way audio and the use of flip charts at each field site for integration and feedback. (See also *Check List.)*

RAP IT UP. Each site is given one line of rap about a key teaching concept and several key points about the concept (other synonyms can be substituted). Each site is given three minutes to compose a short four- or five-line rap song.

Example:

RAP LINE: "Lecture is dull, everybody knows..."
KEY POINTS: Excitement, participation
Variation: Each field site is given one line of rap. It is up to the field sites to determine where their line fits into the whole song.

REACTION PANEL. A presentation by an instructor, student, or guest speaker is followed by verbal reactions from a small group of experts or students. There is a question/answer period from the field sites. Planted questions may aid in stimulating conversation. The instructor or a selected student moderates. At the end of a specific time period, the moderator, instructor or student, summarizes.

READING ALOUD. Prior to the class a short article, report, or dramatic reading is provided to several students at the origination site to read aloud during a teleclass. All field site students discuss this during the teleclass. Manners of presentation are contrasted. Either technique or content is discussed. This technique is especially good for either two-way audio or two-way video/two-way audio.

READING CRITICALLY. The instructor presents to the class a short reading assignment to be completed during class. The assignment contains specific applications of the topic under study. The class performs the work independently for I 0 minutes then pairs up or gets into teams of three or more to complete the assignment.

READ, DISCUSS, REPORT. Students read a short assigned article or report during the teleclass (usually no longer than five minutes). The assigned article is short, focused, and relates to a specific learning performance objective. The article is then discussed among the field sites. A final written report is usually required.

Example: Read the first chapter of *One Hundred Years of Solitude* as a pre-class assignment. During class, discuss the relevance of the names of the characters. Share your conclusions/findings with your group' Prepare a three-minute report for the other field sites with your collective conclusions.

REFLECTIONS. Students work in pairs. The instructor hands out sentence starters. The team picks any two starters such as "I was surprised...," " I have been wondering if........ I realized that...," "Today I learned...... Students share their thoughts. Content as well as presentation is considered in the reflections. Different groups share with the entire class (Meyers &]ones, 1993, p. 85). (See also *Debriefing and Field Trip.)*

Example: At the end of a telelecture demonstration the students comment on:

1. Availability of information during the demonstration.
2. Whether the student could see the demonstration and understand the process.
3. How well the instructor defined terms, demonstrated the process, and explained the procedure.

RESPONSE CARDS. The field site instructor passes out 3" x 5" index cards. The field site students are asked to respond to one of several questions posed by the origination site instructor. Questions pertain to the subject matter at hand. The cards are collected, shuffled, and passed out to the classes, either at random or from a left to right direction. The origination site instructor then repeats the questions or soliCit5 responses from the various sites that will aid the classes in recalling the question in mind. Different field sites can also be called on to respond to the questions, with responses discussed among all sites. This works well with audio as well as video.

Example: On a telelecture about presentation skills, the instructor asks the students to respond to the following questions:

- What are the most frightening aspects of presentations?
- How do I begin a presentation?
- How do I end a presentation?
- How do I engage my audience?

The instructor collects the questions and addresses them collectively or individually at the end of the telelecture, giving time for feedback to each site.

ROLE PLAY. Students are given a role to play in a defined situation. The instructor provides either a broad outline or a narrow event that is acted out spontaneously by students (usually at an origination site unless two-way video/two-way audio is available). The skit simulates a real life situation. It is used to explore attitudes and values and to practice nonverbal presentation and communication skills. This technique provides feedback to the students about their own behavior. There are three types of role-plays:

- *Free-form:* The students are provided with a general scenario and then are expected to fill in their own details from their past experiences.
- *Prescribed:* Students are given a highly prescribed set of instructions on the given facts and their stage behavior.
- *Dramatic reading:* Students act out a given script.

After the role-play, the field sites provide real-time feedback to the participants. The origination site instructor moderates the discussion and feedback, ensuring that all sites are provided an opportunity to participate. (See also *Clinics, Role-Play, Reversal; Role-Play, Rotation; Role-Play, Scripted; Scenario, Written; Simulation; and Skit.)*

ROLE-PLAY, REVERSAL. In this type of role-play, roles are reversed. "You play me, and I will play you. I want to see how you see me." This is an intense and sometimes emotional technique. It is an impromptu presentation. It is best used with two-way video/two-way audio for instant feedback. (See also *Mirroring.)*

ROLE-PLAY, ROTATION. During the role-play, participants are substituted for players. The theme of the scenario is continued. At the end of the role play, discussion follows regarding the differences in character demonstrated by the different actors for each role (Hart, 1991). (See also *Simulation and Skit.)*

ROLE PLAY, SCRIPTED. Students are given a detailed script of a situation or scenario that they are to play. The script provides character roles, background data, a crisis, and a general direction for the event. Students supply original dialogue and, when the script ends, may either bring the event to a conclusion or leave it open. (See also *Simulation and Skit.)*

Example: Brother/sister roles from a dysfunctional stage/screen family are played by two students who use their own speech patterns. After the role-play, discussion of interpersonal relationships and communication follows. The site facilitator coordinates the discussion.

SCENARIO, WRITTEN. A brief one- or two-paragraph description of a real or fabricated situation is analyzed in stages by the students at each site. Each student presenter functions as the instructor. Each site is allotted time to present its conclusions and recommendations to all the other sites. Discussion follows among the sites. This process can be used equally well with audio or video. (See also *Simulation* and *Skit.)*

SCENARIO, VISUAL. A short video clip (an original production or edited from commercial videos) that presents a real-life situation which the students are expected to discuss. The origination site instructor begins the discussion and then all sides participate while the instructor moderates. Commercial videos must follow copyright laws where applicable. (See also *Trigger Video.)*

SIMULATION. Real-life cases, problems, or scenarios in which students must role-play. A critical situation is discussed and analyzed and group decisions are made about how to resolve the situation. Good team-building skills result from this activity Smith (I 986, June) offers an eclectic definition of a simulation. "Simulations are controlled representations of real situations, calling for participants to respond, and providing some form of feedback to those responses. Instructor simulations are those simulations intended to result in predetermined learning outcomes" (p. 36). In a simulation the students must deal with the consequences of their responses. They offer a unique opportunity to present consistent and replicable situations. (See also *Clinics, Role-Play, Role-Play, Reversal; Role-Play, Rotation; Role-Play, Scripted; Scenario, Written; and Skit.)*

Example: Simulated teleconferences by student's serve as a controlled practice. The conference can be prerecorded and played back during class time. Each field site is encouraged to provide constructive feedback to the participants in the simulation.

SKIT. This is a brief, three- to five-minute play or portrayal to make a specific point. It could be used as a theatrical device to begin a telelesson. Unless two-way video/ two-way audio is available, a skit would be initiated at the origination site. Field sites then discuss the point made in the skit. (See also *Role-Play, Role-Play, Reversal; Role-Play, Rotation, Role-Play, Scripted; Scenario, Written; and Simulation.)*

Example: Sales people watch a skit between a potential customer and a salesperson. Discussion follows regarding how to close the sale.

SMALL GROUP PROJECT. Each site is given a project activity prior to the teleclass that is to be completed in a defined period of time during the teleclass. The results of the project are presented to all sites. If one-way video/two-way audio is available rather than two-way video/two-way audio, handouts are sent at least a week in advance of the teleclass. The results and conclusions of the project are discussed after the presentation. Field sites whose numbers are too small may use fax.

Example: Your group is charged with rewriting the attached memo. Use clear, concise language. Keep it simple.

SNOWBALL GROUP. Given a problem, exercise, or activity, students first work alone, then in pairs, and finally in foursomes. During this time the students at each site compare and revise their conclusions and recommendations based on feedback within the groups. (See also *Pyramiding.)*

Example: Using the Snowball Group process, how would you advise the new instructor shown in the trigger video entitled, *What Would You Do?*

NOTE: Field sites with too few students to "snowball" may use fax, telephones, and/or computers to interface.

SPOT CHALLENGE. The instructor stops at an appropriate point during a telelesson and asks the students to provide examples (for instances) and non-examples (don't confuse A with B) for the topic just covered (Silberman, 1995, p. 21). Each field site is asked to respond. (See also *Whips.)*

Example: Would field site X please give an example of...

STORYTELLING. Students are asked to think of incidents in their personal and professional lives that illustrate a key point in the lesson. When conducted informally, the presentation becomes more spontaneous and realistic. This works well with audio as well as two-way video/two-way audio. (See also *Vignette, personal)*

Example: Each student is asked to think of a time in their life when either the student, a family member, or friend faced a cheater and how they reacted to the situation. Please note the time, place, and setting. Give names of relevant people. The story should not exceed three minutes,

STORYTELLING, GROUP. The origination site instructor builds the background and starts the story. Each student then adds a sentence to build the story until all have responded at least once. Each field site is represented. New characters and plots are woven into the story. The instructor can add a sentence as needed to keep the focus of the group on the original subject.

Example: "Tim was in the parking lot when he saw Tom get out of his car. Tim wanted to talk to Tom about..." then pass the story on to a student. The instructor may call on the student or go in some type of predetermined order.

STRUCTURED NOTES. A topic is outlined in some detail. Key words and phrases are left out and must be written in by the students. Fill-ins provide heavy prompts and cues to the most important ideas. (See also *Fill-Ins and Swiss Cheese Notes.)*

STUDENT-GENERATED QUESTIONS. On a regular basis, the students ask open-ended questions based on any aspect of the course. Any topic is subject to questioning. The class then prioritizes the questions and the instructor answers as many of the questions as possible or redirects the question to another site or individual student. An alternative to asking the questions in class is to e-mail or fax the questions to each site ahead of time so that each student can read the questions before class (Bonwell and Eison, 1991). This activity provides opportunity for review and feedback of information already covered in the telelectures or other class activities.

STUDY GUIDE, INTERACTIVE. A highly structured set of student notes, graphics, pictures, graphs, charts, and activities used in connection with a telepresentation. Key notes, fill-ins, phrases, or visual graphics are printed in logical, numbered segments called displays. There are usually 2-3 displays per page that are numbered sequentially in the lower left-hand corner. The number will correspond to all visuals shown on the television screen. Interactive study guides (ISGS) can be used for an individual telelesson or for an entire course. Students follow the telelecture and fill in or make notes as needed. The ISG can be used as study material throughout the course in lieu of notetaking.

SUCCESSIVE STRATEGIES. A variety of different instructional strategies are used in succession within a single teleclass. For example, a trigger video is followed by a short discussion. Conclusions or recommendations are then role-played by selected students. Students follow this by writing a short reaction paper to their experience. The reactions can be faxed, e-mailed or sent to the instructor with the homework. The entire class can share in the activity synchronously. Use only one concept at a time so that reinforcement will be easier.

Example: Introduce the concept, define the concept, play a trigger video that demonstrates the concept, role play to apply the concept, and finally hold a discussion or debriefing.

SURVEY, SITE. This is a survey of students at the origination and field sites on an important issue under discussion. It can deal with opinions and values toward the issue. All surveys are immediately tallied and the results discussed. The use of response pads will greatly facilitate this technique. (See also *Polling.)*

Example: Please rate each of the five questions on the scale of one (1) to five (5) with five being the highest.

SWISS CHEESE NOTES. The students are provided with a detailed outline of the presentation. Key words have been left out and must be filled in. Swiss cheese notes are similar to structured notes, except that Swiss cheese notes contain more detail. It is often in full narrative form. The purpose of this technique is to heavily prompt and cue the students to the most important points of the presentation. (See also *Fill-ins and Structured Notes.)*

Example: Learning can be classified into _____ main domains. These include:
1 ._____ or intellectual domain.

2._____ or attitudinal domain.

3._____ or physical domain.

SYMPOSIUM. Several 1 0-minute presentations on different aspects of the same topic are presented by a group of experts on the topic. These are usually conducted from the origination site unless two-way video is available. The sites then ask questions. (See also *Guest Speaker.)*

Example: Three experts on electricity transference give their preferred method for transference. They each cover cost, availability, and practicability. Questions from the field sites follow.

TELELECTURE DELAY AND SUMMARY. The teleinstructor asks the students to take no notes for 8-1 0 minutes during which time s/he lectures. At the conclusion of the lecturette, the instructor asks the students to summarize the key points of the lecturette for 2-3 minutes. At the end of this time the instructor asks the students to form pairs and compare their summaries for inclusiveness. The teleclass is opened for clarification and discussion for 3-5 minutes. At the completion of this activity the instructor continues with a second lecturette and the process is repeated. Planted questions at each field site may aid in prompting discussion. This exercise improves listening skills. (See also *Lecturette, Interrupted.)*

TELELECTURE, INTERACTIVE. A telelecture is usually a one-way, nonstop presentation by the instructor for the entire teleclass with minimal interaction. This can be adjusted when the objective is information transmission. The instructor prepares a detailed handout in outline form with key concepts left blank. The student must fill-in these concepts as the lecture progresses. This can be accomplished with structured notes using incomplete sentences, or with word pictures, which use minimal words connected with lines in geometric shapes (Cyrs & Smith, 1990). (See also *Study Guide, Interactive; Swiss Cheese Notes, and Word Picture.)*

TELETEACHING, PEER. A student is selected to conduct a short teleclass at the origination site or at a field site if two-way video/two-way audio is available. Given a topic, the student draws from his/her personal experience. This requires careful planning and monitoring prior to the day of class. The student presentation could use an interactive study guide and word pictures or require that the student provide a summary of the presentation. Peer rating against specific presentation criteria is often used. (See also *Individual Student RecitationIPresentation.)*

TELEVISION COMMERCIAL FOR TEAMS. Each site breaks into teams of 3-4 students. The teams are requested to create a 30-second television commercial using primarily sound bites that describe the characteristics of a topic under discussion. A time limit of 5-1 0 minutes is imposed on this activity, or it may be required homework. Each commercial is read or performed and each site critiques. This activity is best used with two-way video/two-way audio.

THEATRICS. This consists of the use of theatrical devices, magic tricks, costumes, hats, artifacts, or other techniques to reinforce an important learning point and capture the attention of the students. The strategy must relate to and reinforce the learning objectives. Students are prompted to ask questions regarding this technique. (See also *Debate, Self; and Dramatization, Quasi-.)*

Example; An instructor walks into the teleclass wearing a fishing hat, hip boots, a fishing vest, and carrying a casting rod and opens the class by saying, "Fishing is just like teaching. It depends on the types of fishing lures that you use. Why is this so?"

THREE POINTS. Each student is asked to summarize the three most important points of a telelecture. The students are given three minutes to compose their summaries. The instructor then writes down what s/he thought were the three most important points. Discussion follows.

TINKERTOYS ™. This strategy requires time spent outside of class. It also works best with two-way video/two-way audio. Prior to the presentation, each site breaks into small groups of three students. Each group is provided with a set of Tinkertoys ™ and a specific set of directions. The students are directed to develop a product with two moving parts, title it, describe its functions, and to write and assemble a user's manual. After constructing the product, each small group of students is required to demonstrate their product to all other sites. A copy of the manual, is provided for each site. This activity can also be done with pick-up sticks, toothpicks, and Legos ™ or Erector ™ sets. (See also *Grab Bag.)*

TRIGGER VIDEO. A short three- to five-minute segment of video either produced by the instructor or edited from commercial video. It is designed or selected initially to elicit an emotional response from the students rather than a reasoned response. The video can be shown to all students from the origination site or copies can be sent to each site for viewing. The students are asked to view the situation identify the problem(s), identify alternative courses of action, review the consequences of each alternative, and then make a recommendation or come to a conclusion. Recommendations from each field site are compared and discussed. Trigger videos are often confrontatory, dramatic, abrupt, open-ended, and focus attention on a controversial issue. (See also *Scenario, Visual; Video Clip Preview; and View a Play.)*

Example: View the opening scene from the video, *The Eiger Sanction,* in which a student tells the professor that she would do anything to get an A in order to maintain her scholarship. Notice how the professor responds to her. Discuss the facts as you see them. Discuss sexual harassment between student and professor. What did you observe? How and between whom did the harassment take place?

TRUE OR FALSE. The instructor forwards a list of true/false statements about the topic for the teleclass. Students are assigned several statements and asked to identify them as true or false. Each student reads the statement and assesses whether it is true or false. Discussion follows.

>   *Example:*
>   True or False:
>   1. ____ Conflict resolution requires active listening.
>   2. ____ Speech means story telling.
>   3. ____ Feedback is always written.

VALUES CLARIFICATION. Students explore and express their personal and professional values on given topics through the use of values exercises. These values are then discussed among sites with the instructor acting as a moderator.

Exam le: Draw a line down the middle of a vertical sheet of paper. On the left side list all of the people that have asked you to their home for any reason during the past year. On the right hand side list the names of all of the people that you have invited to your home for any reason during the past year.

- Draw a happy face next to those people that you were pleased to see in both columns.
- Draw a sad face next to those people in both columns that you have no desire to see again.
- Place a star next to your three favorite people in both columns.

After a series of questions, the students are given three minutes to write down what they have just learned about themselves. They are then asked if they would like to share their thoughts.

(Note: The Utah State Board of Education has requested teachers to NOT use Values Clarification techniques with K-12 grade students in Utah Public Schools.)

VIDEO CLIP PREVIEW. This is a short video scenario of 2-1 0 minutes duration. It is designed or selected out of a commercial video to reinforce a key teaching/ learning point in a telelesson. Attention is focused on new vocabulary and key concepts that are outlined in a study guide. The origination site instructor should tell the field sites what they will be viewing and what concepts, vocabulary, etc. to be aware of or to look for. The field site moderator can observe reactions to the video and these reactions can be compared by site (Hart, 1991). (See also *Trigger Video and View a Play.)*

Example: View scene number three from *The Bells of St. Mary's* in which the pastor discusses with the Mother Superior how a cutoff score of 70 percent for passing was established. Do you agree with the pastor or the Mother Superior? Discuss this in a group of three students for five minutes and then document your position in display number two.

VIEW A PLAY. The student's view a segment of a play either from the origination site or from a video sent to individual field sites for viewing. Prior to viewing, students are cued to significant points in the video. They can have questions outlined in a study guide, discuss the points to watch before viewing the video, or discuss the points after viewing the video. (See also *Trigger Video and Video Clip Preview.)*

Example: View the video entitled Peege. Note the special relationship between the grandson and grandmother and his level of understanding of her special situation. Note also the relationship between the father and his mother. Please summarize your thoughts in display number seven.

VIGNETTE, PERSONAL. Given a topic or learning performance objective by the instructor, the students are asked to relate it to their real personal or professional experiences by telling a brief story about it. Either they are given 3-5 minutes to prepare or they are given this task as a homework assignment. Some instructors provide the students with a storytelling template outlining how the story should unfold (Chapter 25). These stories are shared and discussed during a teleclass. (See *also Storytelling.)*

Example:
Topic: Assessment

Vignette: A memorable experience when the student was assessed The template includes what happened, who was involved, feelings and reactions, and the end result.

VISUAL ANALOGY. After discussing the components of an analogy (unknown topic, connector, analog or known topic, and similarities or differences), students are shown how to visualize the topic. Students are then shown an artifact and asked to develop an analogy to a topic under discussion. They are also given a concept and asked to develop a verbal analogy and then suggest how to visualize it. (See also *Analogy, The $10.00*.)

Example: Red blood cells are like a truck. They both deliver and can take something away. Red blood cells deliver oxygen to the cells and take away waste products. Trucks deliver goods and can take away waste containers. Use a toy truck as the visual when developing the analogy.

WHIPS. Using key questions or sentence stems, students are asked to give quick and short responses. The teleinstructor can call students by name or site. Anyone who doesn't wish to answer passes. This can also be played as a game with the individual or site answering the most questions winning a prize (Silberman, 1990 p.17). (See also *Spot Challenge.) Example:* A change that had an impact on education in the past ten years is...

WORD PICTURE. Word pictures are graphic organizers that show the visualspatial relationships among ideas. They consist of geometric shapes connected by lines to show components or relationships and arrows that demonstrate cause-and-effect relationships. Key words and phrases are placed in the shapes. Some key words are left out for the students to fill in during the presentation. (See also *Label a. Diagram.)*
NOTE: If using audio only, the instructor should provide the handouts prior to class and walk the students through the fill-ins created by the use of word pictures. The word picture must be clearly constructed.

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